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ABSTRACT

This study of the self-directed, interpretive, and creative reading elements of the Wisconsin Design for Reading Skill Development was conducted to gather descriptive data about implementation strategies being developed and practiced by field test teachers and to gather evaluative information about the usability of various management and instructional materials provided in the program. Questionnaires and telephone interviews were employed to collect information from one Colorado and two Wisconsin elementary schools involved in the field test. The most significant outcome of the study was the confirmation that systematic exposure of students to self-directed, interpretive, and creative reading skills did increase their awareness of and involvement in those areas of reading. In addition, the teachers demonstrated a positive attitude toward the program's organized approach to instruction.
(Author/RB)

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Technical Report No. 330

FIELD TEST REPORT OF THE SELF-DIRECTED, INTERPRETIVE, AND CREATIVE READING ELEMENTS OF THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

by

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ABSTRACT

This study of the Self-Directed, Interpretive, and Creative Reading elements of the Wisconsin Design for Reading Skill Development was conducted to gather descriptive data about implementation strategies being developed and practiced by field test teachers, and to gather evaluative information about the usability of various management and instructional materials provided in the program. Questionnaires and telephone interviews were employed to collect information from one Colorado and two Wisconsin elementary schools involved in the field test. The report contains descriptions of the materials and techniques used to collect the data, the results obtained, and a discussion of revisions and modifications resulting from the study.

I

INTRODUCTION

The field test of the Self-Directed, Interpretive, and Creative Reading areas of the Wisconsin Design for Reading Skill Development was conducted for two major purposes. The first purpose was to gather descriptive data about implementation strategies being developed and practiced by teachers in the field. The second and equally important purpose was to gather evaluative information about the usability of various management and instructional materials provided in the program.

The emphasis in Self-Directed, Interpretive, and Creative Reading is on providing children with systematic exposure to selected skills, rather than on providing criterion-referenced assessment and instruction as is the case in the Word Attack, Comprehension, and Study Skills areas of the Design; descriptive and evaluative information therefore had to be gathered from questionnaires and interviews rather than from tests. Despite the limitations of subjectivity imposed by this approach, it appears to constitute a reasonable means of collecting the type of information sought in this field test. Copies of the questionnaires and interview guides are included in Appendices A through D. Listed below are the particular questions for which the study sought answers.

IMPLEMENTATION PRACTICES

A. Initial Concerns

1. Approximately how much time was devoted to staff inservice?
2. What proportion of the elementary school population was involved in the field test?
3. How did the three skill areas fit into the school curriculum?
4. Were all levels of skills and all skill areas of equal utility?

B. General Strategies

1. How was the determination made as to which skill would be emphasized during a particular period?
2. Were formal skill groups organized for instructional purposes?
3. Approximately how much time per week was devoted to the three areas?
4. Overall, approximately how much time was devoted to each skill?
5. How many skills generally were emphasized during an instructional period?

USABILITY

A. Materials

1. Was the information provided in the overview adequate for implementation purposes?
2. Was the teacher's resource file useful and adequate?
3. Was the record-keeping system adequate?

B. Reception

1. How well did the teachers receive the program in terms of helpfulness and utility?
2. How well did the students receive the program in terms of motivation and attitude?

II

METHOD

POPULATION

Table 1 provides descriptive data for the three elementary schools involved in the field test. The three schools were selected from a population of fourteen which responded positively to an invitation to participate in the field test. The schools were selected because (1) they had well-established programs in Word Attack and Study Skills, (2) they had shown a high degree of cooperation in past field tests, and (3) they helped constitute a representative cross-section of schools. Efforts to enlist a school from an urban setting were unsuccessful, and this factor is noted as a limitation of the field test. Except for the absence of an urban school, the population represents a reasonable cross-section of schools and includes both conventional and multiunit organizations.

TABLE 1

DESCRIPTION OF FIELD TEST SCHOOLS

School	Location/Type	Size	Organization	Contact Person
Central Elementary	Lake Geneva, WI Small town	420	K-6 Multiunit	Joseph Ciotti, Principal
Johnston Elementary	Appleton, WI Small city	350	K-6 Multiunit	Charles Lynch, Principal
Vanderhoof Elementary	Lakewood, CO Suburban	745	K-6 Conventional	Janet Scofield, Reading resource teacher

THE PROGRAM

Self-Directed, Interpretive, and Creative Reading represent three elements of the Wisconsin Design for Reading Skill Development, a program for the management and monitoring of reading skill instruction. There are four fundamental purposes of the Design:

1. To identify and describe behaviorally the skills that appear to be essential to competence in reading.
2. To assess the individual pupil's skill development status.

3. To manage instruction of children with different skill development needs.
4. To monitor each pupil's progress.

The program includes all the components required to implement a skill-centered approach to reading instruction. In addition to a list of essential skills for each area, the Design provides specific behavioral, or "closed," objectives for each skill in Word Attack, Comprehension, and Study Skills, and descriptive, or "open," objectives for each skill in Self-Directed, Interpretive, and Creative Reading. The Design includes machine-scorable, criterion-referenced tests (Wisconsin Tests for Reading Skill Development) and/or guides for individual skill assessment for each behavioral objective, profile cards that permit the systematic grouping and regrouping of pupils according to skill development needs, and resource files containing suggested published materials and teaching procedures keyed to specific skills. The program is designed to provide a skill-centered base for an elementary school reading program, a means for focusing on the individual student's skill development, and a management system for both students and instructional materials. For a complete description of the program, see Rationale and Guidelines (Otto & Askov, 1974).

Self-Directed, Interpretive, and Creative Reading, the three elements being field tested, include "open" objectives for each area (Appendix E), a single teacher's planning guide for the three areas, wall charts for recording exposures to skills, and resource files for each area. In addition, a pupil profile card is provided on which summary information from the wall charts can be recorded annually. The card has space for information on all three elements.

PROCEDURES

During the initial stages of the field test, a contact person was identified for each school. The primary responsibility of these people was to solicit from the teachers in their schools information regarding implementation strategies and the usability of the program materials. In addition, each contact person was responsible for synthesizing the information obtained from his teachers and communicating it to the investigators via telephone interviews.

In November 1972 and May 1973, telephone interviews were held with the contact person from each of the field test schools. Prior to the interview, contact persons in the schools received interview guides (Appendices A and B) listing the questions for which answers would be sought. The guides were used by the contact people for soliciting information from the teachers; they also served as an organizational schema for the interview.

In addition to the telephone interviews, two other procedures were employed for gathering information. The first involved the use of a teacher questionnaire (Appendix C) administered in January 1973. The second involved the use of teacher comment cards (Appendix D) on which teachers could record specific comments regarding the program and its

materials. Although the questionnaire proved successful, the response to the comment cards was extremely poor. As a consequence, the use of comment cards was dropped as a data-gathering procedure.

III

RESULTS

IMPLEMENTATION STRATEGIES

Results from the questionnaires and telephone interviews indicated that all three field test schools conducted inservice sessions on Self-Directed, Interpretive, and Creative Reading prior to the beginning of the program. Following the inservice, two of the three schools implemented the program on a school-wide basis in grades K-6. The third school also implemented in grades K-6, but excluded those children identified as remedial. Implementation procedures varied within as well as between schools. Specific strategies were determined on a unit- or grade-wide, rather than school-wide, basis.

The most common implementation strategy was one in which Self-Directed, Interpretive, and Creative Reading served as a supplement to the existing school curriculum. In general, teachers elected to incorporate skills from the three reading areas into the existing reading and language or communication arts programs. This was usually accomplished by examining the objectives and then selecting appropriate skills for insertion into the existing programs; e.g., a unit in language arts on the oral reading of a poem functioned as skill development for Skill C.1, "Intones in oral reading," of Creative Reading. Most of the skills in Self-Directed, Interpretive, and Creative Reading were easily absorbed into the content area programs; however, a small number of skills had to be treated in independent or special group settings.

In a few instances, a different implementation strategy was employed in which the Self-Directed, Interpretive, and Creative Reading skills were designated as enrichment activities. In these situations, children who mastered and checked out of the Word Attack skills of the Wisconsin Design were assigned to independent projects in Self-Directed, Interpretive, and Creative Reading.

General strategies for implementation usually began with identification of skills for instruction by determining the appropriateness of the skills to the existing curriculum, class needs, and interests. Whenever possible, a skill was taught concurrently with a content lesson. Although children worked primarily on skills within a single level, teachers indicated that skills from two or more levels were included when appropriate. Results from the questionnaires and interviews indicated that no formal processes were employed in selecting skill sequences or evaluating skill needs.

The amount of daily instructional time devoted to individual skills in Self-Directed, Interpretive, and Creative Reading differed within as well as between schools. Generally, those skills incorporated into the existing curriculum were allocated half an hour to two hours per week.

At least one skill from the three areas was included each week in the ongoing instruction. When Self-Directed, Interpretive, and Creative Reading functioned as enrichment, children devoted two to nine hours per week to activities involving one to four skills.

USABILITY CONCERNS

Information from the questionnaires and interviews regarding the usability of the specific components of the program is summarized below. Each component will be discussed separately.

The skills and objectives. Results from the field test revealed two major criticisms of the program's lists of skills and objectives. The first criticism was that the listing of skills for the three areas was not complete. Teachers criticized the fact that many of the skills traditionally identified as self-directed, interpretive, and creative were missing from the outline of skills in the program. The second major criticism was that the leveling of objectives was inconsistent with and less manageable than that of the Word Attack, Study Skills, and Comprehension elements of the Wisconsin Design. In these latter elements, the skills are sequentially arranged by level, i.e., Level A skills precede Level B skills. In Self-Directed, Interpretive, and Creative Reading, the skills are leveled A-E, but the levels do not represent a hierarchy of skills; i.e., Level A skills do not necessarily precede Level B skills.

The overview. The overview functioned as a teacher's planning guide for the field test version of Self-Directed, Interpretive, and Creative Reading. Results from the field test indicated that the overview should be revised to include more clearly defined implementation procedures, an appendix listing the skills, and expressive objectives for the three areas.

Teacher's resource files. Although most of the teachers in the field test found the teacher's resource file useful, they found the cited resource materials restrictive and dated. A number of teachers felt that additional instructional materials were needed. They also indicated that many activities within specific levels were highly age-grade oriented and of limited usefulness across age or grade levels.

Record keeping. Results from the field test indicated that the record-keeping system was cumbersome for most teachers, mainly due to the difference between the record-keeping system for Interpretive and Creative Reading and that for Self-Directed Reading. Teachers criticized the rating scale for Self-Directed Reading as being largely subjective, and were somewhat confused by the purpose of and procedures for transferring pupils' scores from the rating scale to the pupil profile cards. The unit wall charts for tallying skill exposure in Interpretive and Creative Reading were, for the most part, unused. As in the case of Self-Directed Reading, teachers were confused about the procedures for transferring Interpretive and Creative information from the wall charts to the pupil profile cards. Most teachers preferred charting their children's progress on their own class lists.

GENERAL ACCEPTANCE

Despite the problems associated with individual components, the program was generally well received by teachers. They demonstrated a positive reaction to the program's systematic approach to teaching self-directed, interpretive, and creative reading. Unlike the Word Attack, Study Skills, and Comprehension elements of the Design, in which program effectiveness is evaluated by standardized test results, the effectiveness of the Self-Directed, Interpretive, and Creative Reading elements can be measured only by pupil reaction to the program. As observed by the teachers, the children demonstrated increased awareness and involvement in self-directed, interpretive, and creative reading.

IV

DISCUSSION

The most significant outcome of the 1972-73 field test was the confirmation that systematic exposure of students to self-directed, interpretive, and creative reading skills did increase their awareness of and involvement in those areas of reading. In addition, the teachers demonstrated a positive attitude toward the program's organized approach to instruction in these areas.

As a result of the field test and consultation with classroom teachers, a number of revisions and modifications have been incorporated into the commercial version of Self-Directed, Interpretive, and Creative Reading. The skills, record-keeping system, and implementation strategies for the program have been substantially revised, and the teacher's resource file has been modified accordingly. This chapter will discuss the revisions resulting from the field test.

SKILLS LIST

Although field test teachers liked the attempt to identify and describe skills for self-directed, interpretive, and creative reading, they did question the completeness of the skills list. In response to these concerns, there has been a complete revision of the skills list, accompanied by significant modifications in the skill leveling procedures and overall hierarchical arrangement of skills.

A complete list of the skills for the field test version of Self-Directed, Interpretive, and Creative Reading is presented in Appendix E, followed by a list of revised skills in Appendix F. The most obvious difference between the two lists is in format and hierarchical arrangement. The skills in the field test version were presented as five levels, A-E, with Level E representing a clustering of skills designed to be reinforced and refined at grades 4, 5, and 6. Teachers found this sequential arrangement of skills ineffectual for organizing instruction.

The revised version of Self-Directed, Interpretive, and Creative Reading skills contains only three levels, A-C, D-E, and F-G, roughly approximating to grades K-2, 3-4, and 5-6. All of the skills at a level represent approximately the same degree of difficulty; however, successive levels increase in difficulty. A further modification of the field test version resulted in the development of skill strands for each of the three areas. Following is a brief summary of the revised skills, described in terms of areas and strands.

SELF-DIRECTED READING

Figure 1 presents a schema of the five strands of Self-Directed Reading.

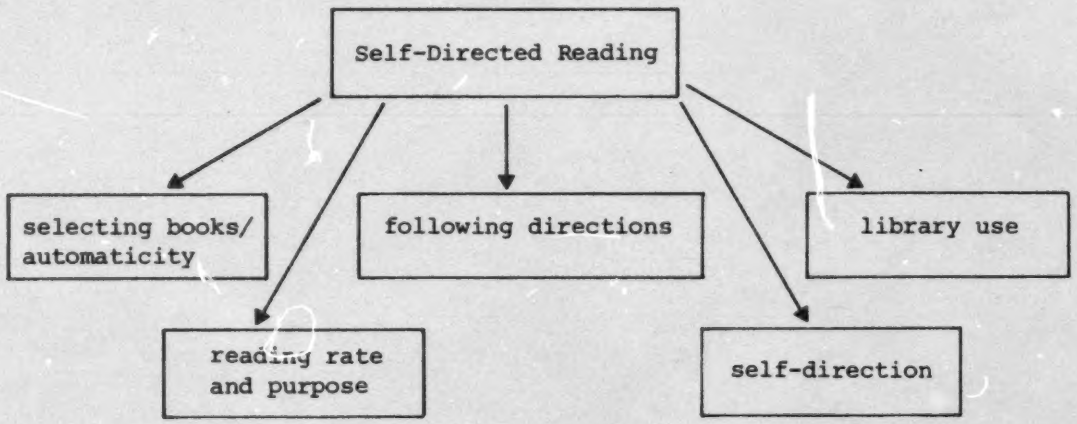

Fig. 1. The five strands of Self-Directed Reading.

The first strand deals with the self-selection of books and the development of automaticity. Automaticity is defined as decoding that is automatic or instantaneous. At the first level the emphasis is on helping students identify books at appropriate reading levels and encouraging systematic practice in word and phrase recognition. The other levels in this strand develop and refine these skills.

The second strand in Self-Directed Reading helps prepare students to become more efficient readers by offering them instruction and practice in flexibility in rate and purpose. Developing a purpose in reading is emphasized in Levels A-C and F-G. At Level D-E students apply the techniques of scanning and skimming in learning to vary their reading rates.

The third strand in this area is following directions. Level A-C deals with learning how to follow step-by-step directions. Level D-E offers continued practice in this skill and begins to emphasize the importance of remembering to look for directions before beginning a task. Level F-G focuses on developing the ability to look for and follow directions without assistance.

Self-direction, the fourth strand, deals with recognizing the complexity of a task and estimating the time and effort necessary for its completion. Level A-C focuses on learning to clarify, concentrate on, and complete a task. At this level the student receives substantial assistance from the teacher. At Level D-E the skill is essentially the same, but there is less teacher assistance. At the F-G level, the students work independently at judging a task's complexity and estimating their working time.

The fifth strand, library use, begins at Level A-C by introducing children to a few basic areas in the library that relate to their specific

needs and interests. At the other two levels in the strand, children are offered opportunities to practice and apply skills dealing with location, utilization, organization, and evaluation of library resources.

INTERPRETIVE READING

The six strands of Interpretive Reading are presented in Figure 2.

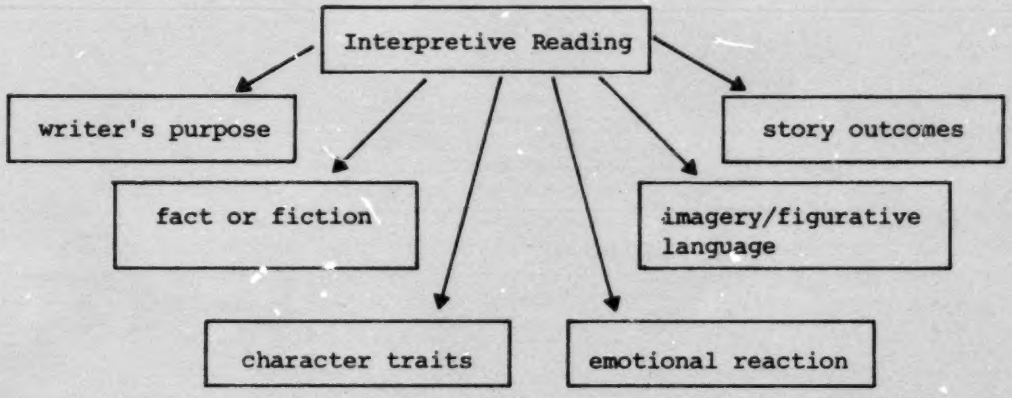

Fig. 2. The six strands of Interpretive Reading.

The first strand, writer's purpose, introduces and explains the concept of authorship, i.e., that someone wrote a piece of material for people to read, and that the writer had some purpose in mind. At Level D-E, a variety of materials including myths, legends, and folktales is used to illustrate the range of purposes found in different types of writing. In addition, students are given practice in identifying the author's purpose and are taught to be sensitive to and aware of the author's personal feelings. This skill is refined at Level F-G, in which the students progress to an awareness of the writer's bias or opinion. At this level, they examine materials written to persuade or express opinion and they learn to evaluate the materials in those terms.

The second strand, fact or fiction, treats the distinction between fiction and nonfiction. At Level A-C, the concepts of fantasy and reality are introduced and explained by illustrating, contrasting, and comparing the two types of literature. At Level D-E, the students are taught the difference between fiction and nonfiction and are instructed in the use of external sources to verify the reality of people, places, and events in stories. Students refine their concepts of fiction and nonfiction at Level F-G and are taught that fiction may contain parts that are based on reality, and that nonfiction may contain parts that are exaggerated, colored, or slanted.

The third strand, character traits, begins at Level A-C by teaching students the meaning of the term "trait." Students then begin assigning descriptive labels, such as "lazy" or "brave," to various traits. The

traits discussed initially are well defined; those discussed later are more subtle. In addition, students learn that an individual possesses a number of different traits. Further refinement of the skill is carried out at Level D-E, where students locate information in stories to support their judgments concerning character traits. Students also begin inferring a character's traits by his actions and by recognizing that his actions may be influenced by his traits. At Level F-G, students identify character traits, find evidence to support their judgments, and make predictions about the behaviors of particular characters based on knowledge of their traits.

Strand four, emotional reaction, focuses on two aspects of emotional reaction, the reader's emotional reaction to various types of literature, and the emotional reactions of characters within the literature. At Level A-C, students learn to identify and describe their emotional reactions to poems, stories, and other writings and have opportunities to compare their reactions with those of other students. At Level D-E, students learn to identify the emotional reactions of characters in the stories they read and learn to recognize the similarities and differences between the reactions of fictitious characters and their own reactions. At Level F-G, students observe how the emotional reactions of characters in literature affect the reader; in this way, they begin to appreciate literature as a valuable and potent means of creating and manipulating the reader's emotional responses.

Strand five deals with imagery and figurative language. Students are introduced to sensory imagery at Level A-C. They discover that sensory imagery helps them see and feel what is being described and gives them a language with which to share their experiences with others. Instruction at Level D-E focuses on basic types of figurative language, such as similes, metaphors, and extended metaphors. At Level F-G, instruction in figurative language is expanded by introducing connotative and denotative meanings, parody, puns, euphemism, and colloquial speech patterns. Through analyzing the writings of others and writing creatively themselves, students improve their understanding and use of imaginative and creative language.

Strand six, story outcomes, is concerned with predicting outcomes. The skill consists mainly of having children predict, at various stages in stories, what will happen next, and leading them to realize that any given situation can have a number of outcomes, all of which are plausible.

CREATIVE READING

The five strands of Creative Reading are presented in the schema in Figure 3.

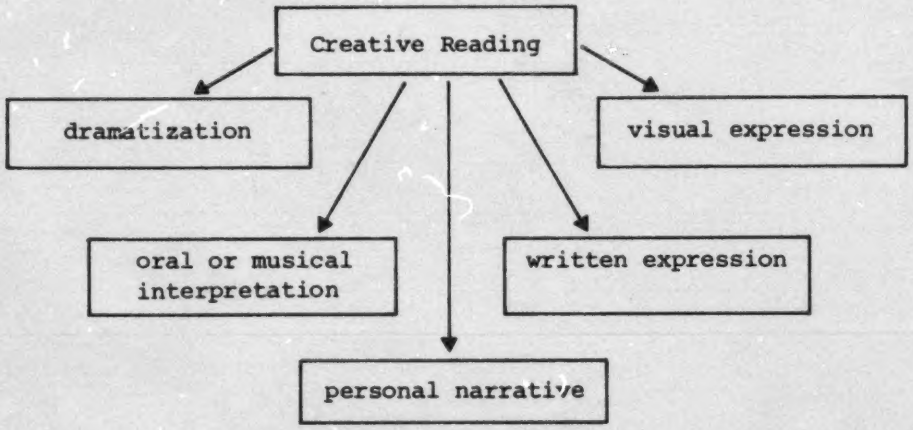

Fig. 3. The five strands of Creative Reading.

The first strand, dramatization, begins at Level A-C by having students give dramatic expression to characters and ideas they have encountered in their reading. The skill is further developed at Level D-E, where the students dramatize themes from literature in the context of their own experiences or contemporary situations. At Level F-G, the students are given opportunities to use irony, parody, humor, and various forms of drama to transform the contents of pieces of literature into different modes of expression, moods, or points of view. The strand as a whole offers students the chance to personalize and give dramatic expression to what they read.

The second strand, oral and musical interpretation, begins at Level A-C with activities using simple choral readings and music as aids to interpreting literature. At Level D-E, students compare and contrast various pieces of literature through the use of oral and musical interpretations. The skill is further refined at Level F-G, in which students experiment with oral or musical interpretations to alter the mood or tone of literature.

Personal narrative, the third strand in Creative Reading, is primarily concerned with storytelling. At the first level, students are given opportunities to create and relate stories based on plots, ideas, incidents, or characters from their readings. At Level D-E, the skill is further developed by encouraging students to create stories based on their own experiences but stimulated by something they have read. At Level F-G, students read stories and then relate them after making changes to alter such aspects as mood, tone, and outcome.

Strand four, written expression, is designed to provide students with opportunities to express themselves in writing. At Level A-C, students practice creative expression by rewriting stories they have read. Students are encouraged to change and reshape events, characters, moods, or ideas taken from the original stories, thus creating their own versions. At Level D-E, students write original stories and plays that relate some aspect of literature to personal experiences or contemporary situations. At Level F-G, the skill is refined by having students rewrite literary selections, altering such aspects as mood, tone, style, mode, or outcome.

The last strand in Creative Reading, visual expression, begins at Level A-C by providing activities that allow students to create a visual product, such as a drawing or clay model, representing a scene, object, character, or idea from their reading. In the activities at Level D-E, students create visual representations that relate some aspect of their reading to their personal experiences or to contemporary situations. At Level F-G, the students alter and transform such aspects of their readings as mood, mode, and outcome through visual representations.

RECORD-KEEPING SYSTEM

A significant modification resulting from the field test was made to the record-keeping system. The rating scales for Self-Directed Reading that the teachers found objectionable were dropped and replaced by the tally system that was formerly used only in Interpretive and Creative Reading. Also, the field test version of the wall charts was revised. This version had provided a separate wall chart for each area, listing all skills and all levels in that area. The new version offers a separate chart for each level, i.e., Level A-C, Level D-E, and Level F-G, with each chart listing the appropriate skills for all three skill areas.

In addition, the pupil profile card system for Self-Directed, Interpretive, and Creative Reading was changed. The rating scale for Self-Directed Reading was eliminated and replaced by the system of tallies used in Interpretive and Creative Reading. Also, the format of the field test version (Appendix G) underwent minor revision (Appendix H).

IMPLEMENTATION

The major change in implementation strategy resulting from the field test concerns identification of instructional levels. Formerly, instructional levels were determined by a combination of teacher judgment, basal reader level, informal reading inventories, and achievement scores. In the revised program, the student is placed at a particular level on the basis of his grade level or number of years in school. Students in grades K-2, or in their first to third year in school, are placed in Level A-C. Students in third or fourth grade, or in their fourth or fifth year in school, work in Level D-E. Students in fifth or sixth grade, or in their sixth or seventh year in school, work in Level F-G.

In the revised version of Self-Directed, Interpretive, and Creative Reading, students remain at an assigned level until their grade level or number of years in school allows them to proceed to the next level. While the student is at a particular level, he should receive a minimum of three exposures per year to all skills at that level (the term "exposure" is defined as a specific time period in which the student works on a particular skill). For example, Level A-C contains sixteen skills; if a student receives three exposures to each skill per year, by the end of second grade he should have a minimum of nine tally marks beside each of the sixteen skills.

TEACHER'S RESOURCE FILE

The most obvious changes in the teacher's resource file are those reflecting the skill revisions and new leveling sequence. However, changes were also made to provide more comprehensive information about the rationale for and background of each skill. The amount and variety of activity suggestions have been expanded, and more care has been given to relating individual skills to others within the same or complementary strands and levels; to this end, many of the skill activities and published sources for Interpretive and Creative Reading have been cross-referenced.

Overall, the role and function of the teacher's resource file remains the same: providing activity suggestions for directing specific activities; observing the student in a natural setting; holding motivational conferences with the student to encourage skill application; and providing opportunities for skill application.

CONCLUSIONS

This report has documented the information derived from the 1972-73 field test of Self-Directed, Interpretive, and Creative Reading and has briefly described the modifications and revisions resulting from the study. In general, students and teachers accepted the program, and the program appeared to stimulate awareness of and participation in skills in the three areas. However, some features of the program, such as the selection of skills, received substantial criticism. The field test also revealed a significant amount of confusion and dissatisfaction with the record-keeping system.

Based on the results of the field test, extensive revisions were made in the list of skills, the record-keeping system, and implementation strategies. Less extensive revisions were made in the teacher's resource file.

REFERENCES

Otto, W., & Askov, E. Rationale and guidelines. Minneapolis: National Computer Systems, 1974.

APPENDIX A

First Telephone Interview Guide

AREAS IV, V, VI

Telephone Interview Guide

I. Implementation Conditions

1. What levels (age or grade) are using the program?

2. What proportion of the students in each level are involved in the program?

3. If not all students, how are the participants identified?

4. Was there an inservice meeting (or other faculty meeting) devoted to discussing the implementation of the program?

5. If there was a meeting, was there a discussion of the philosophy of Areas IV, V, VI particularly as it differs from the other Areas (Word Attack, Study Skills)?

6. Did you have enough direction and support materials for implementing the program?

II. Implementation Strategy

1. What strategy are you using to implement the program?

2. How is it arranged that the students participate in the activities?

3. When (in what curriculum area) is the student observed?

4. Who does the observing?

5. Who keeps track of the records?

6. When (in what curriculum area) are the activities used?

7. Who directs the activity?

III. Program Reception

1. How is the program received by students?

2. Do they (students) enjoy the activities?

3. What effect does the program seem to have on the student's reading (enjoyment, appreciation, or independence)?

4. How is the program received by the teachers?

5. Do they (teachers) enjoy using the activities?

6. Do the teachers find the program helpful in their total reading program?

IV. Program Usability

1. Are the materials usable?

2. Are the directions and guidelines usable and useful?

3. Are the Teacher's Resource Files complete?

4. Are the Wall Charts usable and useful?

5. Is the rating scale usable and useful?

6. Is the list of observable behaviors useful?

7. Can the activities of one level be used with students at differing age (grade) levels?

V. Comment Cards

APPENDIX B

Second Telephone Interview Guide

Areas IV, V, VI Telephone Interview Guide

Do you work mainly on those skills from Areas IV, V, VI that fit into the social studies unit or language arts unit that you're currently teaching or do you select specific skills from these areas and then plan skill periods (like you do for, say, Word Attack)?

Are the children exposed to skills from each of the three areas? How do you assure that each area is represented?

Approximately how many skills would you say a child is exposed to in a three-four week period? Does this figure include skills from each of the three areas?

How do you determine the level at which the children work in terms of skill exposure for Areas IV, V, VI? Teacher-judgment? Traditional grade level? Are the children exposed to skills for Creative and Interpretive Reading at all levels or are you focusing mainly on a single level per year? Do you see the possibility in the future of exposing a child to skills at all levels?

We had comments that our record-keeping system was inadequate. How did you modify the system to be effective? What changes would you suggest for the pupil record card? The wall charts? The rating sheets?

APPENDIX C

Questionnaire

Areas IV, V, VI Questionnaire

Name _____ School _____

Position _____

Note to Respondent: The primary purpose of this questionnaire is to secure a complete description of your implementation strategies for Areas IV, V, and VI. The following questions are not necessarily exhaustive--please elaborate. Please also distinguish between what is done for each of the three areas when they are treated differently (usually they are treated alike).

(a) What subject area(s) block(s) are Areas IV, V, VI incorporated into or correlated with? (e.g., social studies)

(b) How much time per week is committed to Areas IV, V, VI?

(c) Is the Areas IV, V, VI program conducted on a homeroom, a unit-wide, a school-wide basis? (i.e., which staff makes plans for which groups of students?) Explain in detail.

(d) During an average week, what proportion (25%, 50%, 100%) of the students in your unit (or designate other groups) participate in the Areas IV, V, VI program?

(e) How is it determined which students work in Areas IV, V, VI? (e.g., Do all students work in the program consistently? Only students finished with Word Attack? Only the students who need particular skills?)

(f) How is it determined what IV, V, VI skills each student works on?

(g) How is it determined which Areas IV, V, IV level students work at? Is it the same level for all three areas?

(h) Are students exposed to skills in other levels besides the one they are working in?

(i) What record forms are used? How? (i.e., Do you tally all skills a child is exposed to?)

(j) In order to fit your implementation strategy, what adaptations, if any, have you made in the resource file?

REMINDER: PLEASE RETURN PINK COMMENT CARDS!!

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APPENDIX D

Comment Card

COMMENT CARD
Areas IV, V, VI

Date _____

Name _____

School _____

Material affected (be specific, e.g., include page number, level, skill number). Question/Problem

Do you have any recommendations?

Success

Directions for Using Areas IV, V, VI Comment Card

In order to obtain the most complete information during the field test we are providing Comment Cards for teachers. The cards provide a means for recording information on a day to day basis and therefore avoid futile attempts to recall comments at the time of a Center telephone interview. In addition, the information on the cards can provide a basis for extending the list of questions asked in Center telephone interviews. Please help us make the best use of the cards by observing the following directions.

1. Fill in date, name and school in case we need to talk to you further about your comments.

2. Be very specific about the material you are commenting on. We do want general comments about Areas IV, V, VI, but do not be too general or vague about a specific problem.

3. Your comments should either be a question/problem or a report of a successful activity. Please write any recommendations you might have in the space provided. We have found such recommendations very helpful.

4. Include all of the materials of Areas IV, V, VI in your consideration. You do not have to comment on everything, but you are encouraged to comment on anything that pertains to the program.

5. Give the cards to the school contact person for Areas IV, V, VI _____.

6. If you want to say more than you have time or space for, inform the school contact person so that the information can be conveyed during the telephone interview.

APPENDIX E

Outline of Self-Directed, Interpretive, and
Creative Reading Skills
(Field Test Version)

APPENDIX E

Outline of Self-Directed, Interpretive, and Creative Reading Skills

IV. Self-Directed Reading

Level A

1. Cares for books properly [1]
2. Applies knowledge of sequence within a book [2]
3. Begins to show initiative in selecting picture books [3]

Level B

1. Begins to apply work study skills independently [1]
2. Begins to do recreational reading [2]
3. Begins to select suitable reading materials independently [3]

Level C

1. Finds answers to questions independently [1]
2. Locates sources of information independently [2]
3. Develops increasing oral fluency [3]

Level D

1. Develops varied purposes for selecting material [1]
2. Begins to do independent research [2]
3. Applies reading skills to subject matter areas [3]

Level E

1. Applies work study skills in conducting independent research [1]
2. Reads independently
   a. Enjoys reading and reads widely [2]
   b. Keeps a brief record of his library book reading [3]
   c. Enjoys sharing his reading experiences with others [4]

V. Interpretive Reading Skills

Level A

1. Reacts to pictures and relates to own experiences [1]

2. Shows interest in stories read [2]
3. Begins to react to and enjoy mood of poems and stories [3]

Level B

1. Sees humor in situations [1]
2. Reads orally with expression [2]
3. Empathizes with characters [3]

Level C

1. Identifies character traits [1]
2. Begins to make judgments about story plots [2]

Level D

1. Recognizes reactions and motives of characters [1]
2. Relates to stories set in backgrounds different from his own [2]

Level E

1. Relates isolated incidents to the central idea of a story [1]
2. Understands character roles [2]
3. Forms and reacts to sensory images [3]
4. Identifies and reacts to tone and mood [4]
5. Recognizes and analyzes subtle emotional reactions and motives of characters [5]
6. Interprets and appreciates types of language (figurative, idiomatic, and picturesque dialectical) [6]
7. Senses subtle humor and pathos [7]
8. Reacts to writer as well as writing
   a. Begins to identify elements of style [8]
   b. Begins to identify the author's purpose in writing [9]
   c. Begins to evaluate and react to ideas in light of the author's purpose [10]

VI. Creative Reading Skills

Level A

1. Participates in dramatizations based on stories heard [1]

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2. Reflects mood in use of voice in retelling stories and rhymes [2]

Level B

1. Enjoys rhythm in words of poems and stories [1]
2. Interprets ideas and stories through discussions, dramatizations, drawings, etc. [2]
3. Participates in group problem solving activities based on reading [3]
4. Participates in development of adaptations of stories read [4]

Level C

1. Uses voice intonation creatively in oral reading [1]
2. Interprets and acts out stories read [2]

Level D

1. Creates own plays based upon stories read [1]
2. Projects to new situations knowledge of character traits and situations encountered in reading [2]

Level E

1. Participates in and enjoys choral reading activities [1]
2. Effectively evokes mood and emotional impact in retelling stories read [2]
3. Expresses in artistic media ideas gained from reading [3]

APPENDIX F

Objectives for Self-Directed, Interpretive,
and Creative Reading
(Revised Version)

OBJECTIVES FOR SELF-DIRECTED READING

Level A-C

1. With teacher guidance selects books appropriate to his independent reading level and begins to develop automaticity in word and phrase recognition.

2. Uses basic book skills, i.e., locating the title, author, title page, table of contents, and index, to determine whether a book contains information he needs.

3. Responds to brief oral and written directions.

4. Exhibits self-direction by

   (a) asking appropriate questions about an assigned task for purposes of clarification; and

   (b) attending to an assigned task.

5. Locates and uses basic areas in the library appropriate to his needs and interests.

Level D-E

1. Selects books appropriate to his independent reading ability and develops automaticity in word recognition.

2. Practices the techniques of scanning to find a specific fact and skimming to determine the general theme.

3. Responds to written directions which have been explained by the teacher.

4. Paces himself with minimal teacher supervision to complete a task within an allotted time.

5. Locates and uses basic references according to his needs and interests.

Level F-G

1. Selects books appropriate to his independent reading ability and refines automaticity.

2. Adjusts rate in view of purpose for reading.

3. Responds independently to written directions contained within an assignment.

4. Exhibits self-direction by

   (a) finding answers to questions independently; and

   (b) pacing himself independently to complete a task within an allotted time.

5. Independently uses library facilities appropriate to his purpose.

OBJECTIVES FOR INTERPRETIVE READING

Level A-C

1. Considers writer's purpose.
2. Notes reality or fantasy.
3. Notes character traits and motives.
4. Notes emotional reactions.
5. Notes sensory imagery.
6. Predicts outcomes.

Level D-E

1. Identifies writer's purpose and attitude.
2. Identifies fact or fiction.
3. Identifies character traits and changes.
4. Notes characters' emotional reactions.
5. Notes figurative language, metaphors, and similes.
6. Predicts outcomes.

Level F-G

1. Considers writer's opinion.
2. Identifies elements of fact in fiction.
3. Identifies and compares character traits, attitudes, changes, and motives.

4. Identifies with characters' emotional reactions.

5. Notes use of connotative and denotative words.

6. Predicts outcomes.

OBJECTIVES FOR CREATIVE READING

Level A-C

1. Dramatizes characters, emotions, and movements from literature.

2. Gives oral and musical interpretations of literature.

3. Tells stories based on characters or themes in literature.

4. Writes (or dictates) stories based on characters or themes in literature.

5. Creates a visual representation of a scene, object, character, or idea from literature.

Level D-E

1. Dramatizes themes from literature in relation to own experiences or contemporary situations.

2. Presents oral and musical interpretations of literature read and related literature.

3. Creates original stories about personal experiences or contemporary situations based on literature.

4. Writes stories or plays that relate some aspect of literature to personal experiences or contemporary situations.

5. Creates visual representations that apply certain themes from literature to own experiences or contemporary situations.

Level F-G

1. Uses drama to transform the content of literature to different modes, moods, or points of view.

2. Alters mode, mood, or point of view of literature through oral and musical interpretations.

3. Creates stories by transforming the mode, mood, or point of view of literature read.

4. Rewrites a piece of literature with mode, mood, or point of view transformed.

5. Creates a visual representation of some aspect of literature read that transforms it into a different mode, mood, or point of view.

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APPENDIX G

Pupil Profile Card
(Field Test Version)

Name _____

Wisconsin Design for Reading Skill Development

IV. Self-Directed Reading

A.1 Cares for books properly
obs. 1 __ obs. 4 __

A.2 Applies knowledge of sequence
obs. 1 __ obs. 4 __

A.3 Selects picture books
obs. 1 __ obs. 4 __

B.1 Applies word study skills
obs. 1 __ obs. 4 __

B.2 Reads for recreation
obs. 1 __ obs. 4 __

B.3 Selects suitable reading materials
obs. 1 __ obs. 4 __

C.1 Finds answers independently
obs. 1 __ obs. 4 __

C.2 Locates sources of information
obs. 1 __ obs. 4 __

C.3 Demonstrates oral fluency
obs. 1 __ obs. 4 __

D.1 Selects materials for varied purposes
obs. 1 __ obs. 4 __

D.2 Conducts independent research
obs. 1 __ obs. 4 __

D.3 Applies skills to subject areas
obs. 1 __ obs. 4 __

E.1 Applies work study skills
obs. 1 __ obs. 4 __

E.2.a Reads widely
obs. 1 __ obs. 4 __

E.2.b Keeps reading record
obs. 1___ obs. 4 __

E.2.c Shares reading experiences
obs. 1 __ obs. 4 __

V. Interpretive Reading

A.1 Reacts to pictures
○○○○○○○

A.2 Story interest
○○○○○○○

A.3 Mood of poems
○○○○○○○

B.1 Sees humor
○○○○○○○

B.2 Reads with expression
○○○○○○○

B.3 Empathizes
○○○○○○○

C.1 Character traits
○○○○○○○

C.2 Story plots
○○○○○○○

D.1 Motives of characters
○○○○○○○

D.2 Story backgrounds
○○○○○○○

E.1 Story ideas
○○○○○○○

E.2 Character roles
○○○○○○○

E.3 Images
○○○○○○○

E.4 Tone and mood
○○○○○○○

E.5 Motives of characters
○○○○○○○

E.6 Types of language
○○○○○○○

E.7 Humor
○○○○○○○

E.8.a Writing style
○○○○○○○

E.8.b Author's purpose
○○○○○○○

E.8.c Evaluates writing
○○○○○○○

VI. Creative Reading

A.1 Dramatizes stories
○ ○ ○ ○ ○ ○ ○

A.2 Reflects mood in voice
○ ○ ○ ○ ○ ○ ○

B.1 Enjoys rhythm
○ ○ ○ ○ ○ ○ ○

B.2 Interprets ideas creatively
○ ○ ○ ○ ○ ○ ○

B.3 Solves problems with groups
○ ○ ○ ○ ○ ○ ○

B.4 Develops story adaptations
○ ○ ○ ○ ○ ○ ○

C.1 Intones in oral reading
○ ○ ○ ○ ○ ○ ○

C.2 Interprets and acts out stories
○ ○ ○ ○ ○ ○ ○

D.1 Creates own plays
○ ○ ○ ○ ○ ○ ○

D.2 Projects knowledge of characters
○ ○ ○ ○ ○ ○ ○

E.1 Enjoys choral reading
○ ○ ○ ○ ○ ○ ○

E.2 Evokes mood in telling stories
○ ○ ○ ○ ○ ○ ○

E.3 Expresses ideas artistically
○ ○ ○ ○ ○ ○ ○

APPENDIX H

Pupil Profile Card
(Revised Version)

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

NAME _____

SELF-DIRECTED, INTERPRETIVE, AND CREATIVE READING

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LEVEL A-C

Self-Directed Reading

- ☐ 1. Selecting books/automaticity
- ☐ 2. Reading rate and purpose
- ☐ 3. Following directions
- ☐ 4. Self-direction
- ☐ 5. Library use

Interpretive Reading

- ☐ 1. Writer's purpose
- ☐ 2. Fact or fiction
- ☐ 3. Character traits
- ☐ 4. Emotional reaction
- ☐ 5. Imagery/figurative language
- ☐ 6. Story outcomes

Creative Reading

- ☐ 1. Dramatization
- ☐ 2. Oral/musical interpretation
- ☐ 3. Personal narrative
- ☐ 4. Written expression
- ☐ 5. Visual expression

LEVEL D-E

Self-Directed Reading

- ☐ 1. Selecting books/automaticity
- ☐ 2. Reading rate and purpose
- ☐ 3. Following directions
- ☐ 4. Self-direction
- ☐ 5. Library use

Interpretive Reading

- ☐ 1. Writer's purpose
- ☐ 2. Fact or fiction
- ☐ 3. Character traits
- ☐ 4. Emotional reaction
- ☐ 5. Imagery/figurative language
- ☐ 6. Story outcomes

Creative Reading

- ☐ 1. Dramatization
- ☐ 2. Oral/musical interpretation
- ☐ 3. Personal narrative
- ☐ 4. Written expression
- ☐ 5. Visual expression

LEVEL F-G

Self-Directed Reading

- ☐ 1. Selecting books/automaticity
- ☐ 2. Reading rate and purpose
- ☐ 3. Following directions
- ☐ 4. Self-direction
- ☐ 5. Library use

Interpretive Reading

- ☐ 1. Writer's purpose
- ☐ 2. Fact or fiction
- ☐ 3. Character traits
- ☐ 4. Emotional reaction
- ☐ 5. Imagery/figurative language
- ☐ 6. Story outcomes

Creative Reading

- ☐ 1. Dramatization
- ☐ 2. Oral/musical interpretation
- ☐ 3. Personal narrative
- ☐ 4. Written expression
- ☐ 5. Visual expression

Update Record:

GPO 000-000-0-3